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ABSTRACT

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in agricultural sales and marketing. Agency partners involved in this project include: the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 13 tasks typically performed by individuals employed in occupations in the agricultural sales and marketing cluster. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following are among the tasks for which skill standards are provided: (1) developing lists of qualified prospects; (2)

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preparing a sales call strategy; (3) developing a sales call pattern; (4) updating annual marketing plans; (5) developing product recommendations; (6) formulate sales presentations; and (7) handling complaints. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Agriculture Sales and Marketing Cluster Standards Development Committee members; and list of necessary workplace skills. (MN)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

AGRICULTURE SALES AND MARKETING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
AGRICULTURE SALES AND MARKETING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

AGRICULTURE SALES AND MARKETING CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards and
Credentialing Council

A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Agriculture and Natural Resources Subcouncil, and the Agriculture Sales and Marketing Cluster Standards Development Committee.

These skill standards will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

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We look forward to your comments.

Sincerely,

The Members of the IOSSCC

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THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the IOSSCC represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

VISION

It is the vision of the IOSSCC to develop a statewide system of industry defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois.

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

Subcouncils and Standards Development Committees

Under the direction of the IOSSCC, and in cooperation with industry organizations and associations, industry subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The industry subcouncils are: Agriculture and Natural Resources; Applied Science and Engineering;* Business and Administrative Information Services; Communications; Construction;* Education and Training Services;* Energy and Utilities;* Financial Services; Health and Social Services; Hospitality; Legal and Protective Services;* Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Indicates subcouncils identified for future development.)

Standards development committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits

The intent of skill standards and credentialing systems is to promote education and training investment and ensure that students and workers are trained to meet industry standards that are benchmarked to the state's major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers and educators in Illinois.

Student and Worker Benefits

- Help workers make better decisions about the training they need to advance their careers
- Allow workers to communicate more effectively to employers what they know and can do
- Improve long-term employability by helping workers move more easily among work roles
- Enable workers to help their children make effective academic and career and technical decisions

Employer Benefits

- Focus the investment in training and reduce training costs
- Boost quality and productivity and create a more flexible workforce
- Improve employee retention
- Improve supplier performance
- Enlarge the pool of skilled workers

Educator Benefits

- Keep abreast of a rapidly changing workplace
- Contribute to curriculum and program development
- Provide students with better career advice
- Strengthen the relationship between schools and local businesses
- Communicate with parents because educators have up-to-date information about industry needs

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The IOSSCC is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Illinois Learning Standards and the Illinois Occupational Skill Standards.

IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area.

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Occupations that do not meet the earnings criteria for IOSSCC endorsement but are part of an occupational cluster that is being developed may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

Skill Standards Components

Illinois Occupational Skill Standards must contain the following components:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The IOSSCC further identified three components (*Conditions of Performance, Statement of Work and Performance Criteria)* of the Skill Standard component as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of an occupational skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, Subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Agriculture Sales and Marketing Cluster, which has been developed by the Agriculture and Natural Resources Subcouncil, would carry the following coding: IL.01.ANR.ASMC.25.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO.

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

PRODUCT

Description of the product resulting from the performance of the skill standard.

PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

OCCUPATIONAL EARNINGS AND EMPLOYMENT INFORMATION AGRICULTURE SALES AND MARKETING CLUSTER

I. Developmental Process and Occupational Definitions

A. Developmental Process

After reviewing current labor market information and considering the fact that the Agriculture Sales and Marketing Occupational Cluster will need a steady supply of replacement workers, the Agriculture and Natural Resources Subcouncil recommended that this occupational cluster be developed. Career occupations in this cluster include Retail Field Sales Representative and Manufacturer's Sales Representative. This cluster meets the criteria for development established by the Illinois Occupational Skill Standards Credentialing Council (IOSSCC). A product developer knowledgeable about agricultural sales and marketing occupations began the process of performance skill identification. Given the range within several occupations, the initial charge for the product developer was to prepare a set of skills that would address the major work areas in any workplace. This framework set the boundaries for addressing skill performances required by the agricultural sales and marketing occupations.

The subcouncil recommended that the final skill standards product be presented to the IOSSCC. The IOSSCC reviewed the skill standards and met with the product developer, state liaison and chair of the subcouncil. Based on the review, the IOSSCC voted to endorse the Agriculture Sales and Marketing Cluster skill standards.

1. Resources

Job descriptions from *America's Career InfoNet* and other job description resources were obtained and reviewed. Resources for development of the skill draft included Illinois task lists previously developed and common and accepted textbooks used by educational institutions.

2. Standards Development Committee

The Standards Development Committee (SDC) was composed of workers from all levels within the Agriculture Sales and Marketing Cluster. The performance skill standards, work titles and skill matrix were reviewed and revisions suggested. The revised skill standards, occupational titles and matrix were reviewed and then accepted by the SDC. The Agriculture and Natural Resources Subcouncil reviewed and approved the cluster.

B. Occupational Definition

The professional agriculture sales representative's responsibilities vary with the type of selling involved, geographical area, specifics of the product or service and experience of the individual representative. The sales representative's primary responsibility is direct selling. Direct selling refers to prospecting for customers, pre-call planning, needs analysis, making presentations, handling objections and closing the sale. Indirect selling, while secondary in nature, usually consumes more of the sales representative's time and effort than direct selling. Indirect selling refers to service and follow-up functions; market intelligence; staying current on technical information; maintaining good customer and public relations; processing paper work and providing a variety of personalized customer services.

1. **A Retail Field Sales Representative** calls on agriculture producers to provide product knowledge and/or demonstrations, suggests programs for next season and answers concerns of the producer. The sales representative maintains a close contact with local area producers and promotes sensitivity to farm problems relevant to the product or service being sold. The retail field sales representative maintains a complete and accurate record keeping system.

2. **A Manufacturer's Sales Representative** calls on agriculture suppliers to provide product knowledge and/or demonstrations, informs suppliers of new programs and/or products, and assists suppliers in the sales of products and programs. He/She usually covers a small geographical area near his/her own home office and reports to a supervisor who may be located a great distance away. The manufacturer's sales representative maintains a complete and accurate record keeping system.

II. Employment and Earning Opportunities

A. Education and Training Requirements

The occupations in this cluster require knowledge of agricultural practices, equipment operation, marketing techniques, problem solving and persuasion techniques. Record keeping systems must be complete, accurate and well maintained. The occupations in this cluster also require basic workplace skills, technical training and safety training. A commercial driver's license (CDL) is required when the representative is driving large trucks.

B. Employment Opportunities

In Illinois, overall employment of agriculture sales representatives is expected to grow slower than the average for all occupations through the year 2008. However, a significant number of job openings will arise each year due to the need to replace those who retire. In many local areas throughout Illinois, farmers and those in related occupations are among those expected to provide the most annual job openings, on the average.

C. Earnings Opportunities

	Middle Range Annual Earnings, 1999*
Retail Field Sales Representative	$24,525 - $38,700
Manufacturer's Sales Representative	$28,175 - $53,600

** Middle range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.*

Sources: 1998 Occupational Information Network; U.S. Dept. of Labor, Employment and Training Administration; *2000 Occupational Employment Statistics Wage Data,* Illinois Department of Employment Security, Economic Information and Analysis Division.

III. Assessment and Credentialing Systems

The IOSSCC recognizes that industry commitment for third party assessment is beneficial and requests that each SDC and/or the Agriculture and Natural Resources Subcouncil identify the most beneficial method for assessing the standards.

A. The Agriculture Sales and Marketing SDC has recommended that training providers use performance assessments validated by third party industry verifiers when assessing the Agriculture Sales and Marketing skill standards. Industry recognized credentials

include: Certified Crop Advisor (American Society of Agronomy [ASA]), Certified Professional Agronomist (ASA); and Certified Crop Specialist (GROWMARK, Inc.). ASA also offers other certifications that may be beneficial. An applicators license is required by law for individuals applying pesticides and other regulated chemicals.

B. The Agriculture and Natural Resources Subcouncil is committed to marketing and obtaining support and endorsements from the leading industry associations impacted by skill standards. A number of existing credentials are compatible with the Illinois occupational skill standards. As a core of standards, their achievement is preparation for credentials that require years of experience, professional involvement and/or further course work in addition to the demonstrated achievement of the standards.

The subcouncil reviewed and considered all alternatives for assessing skill standards for the Agriculture Sales and Marketing Cluster. The need for additional credentialing or certification was reviewed with strong consideration given to embedding the assessment in the instruction provided at the site.

IV. Industry Support and Commitment

A. Industry Commitment for Development and Updating

1. The Agriculture and Natural Resources Subcouncil and the Agriculture Sales and Marketing Cluster SDC developed these performance skill standards. The development effort utilized the following steps:
   a. Identification of performance skills
   b. Review of resources
   c. Development of draft performance skills
   d. Convening of SDC
   e. Validation and approval of performance skills by SDC
   f. Review of skill standards by SDC
   g. Review and approval of the skill standards by the Agriculture and Natural Resources Subcouncil and practitioners
   h. Endorsement of skill standards by IOSSCC
2. A list of members of the Agriculture and Natural Resources Subcouncil and Agriculture Sales and Marketing Cluster SDC are located in Appendices D and E.

B. Industry Commitment for Marketing

The Agriculture and Natural Resources Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the Agriculture Sales and Marketing Cluster skill standards by the IOSSCC, the subcouncil strongly recommends developing and providing an in-service/seminar package for its members to provide awareness and obtain full industry commitment to the development of a full industry marketing plan.

The Agriculture and Natural Resources Subcouncil encourages the availability of occupational skill standards to the public, including students, parents, workers, educators at all levels, employers and industry organizations.

ASSUMPTIONS FOR AGRICULTURE SALES AND MARKETING CLUSTER SKILL STANDARDS

Skill standards assume that individuals have received education and/or training in a setting such as a secondary, postsecondary and/or apprenticeship/on-the-job training program and have the background knowledge necessary for performing the skill standards contained in this publication. The education and/or training includes instruction for the proper handling and operation of materials, tools and equipment required for performing the skills including the purpose of use, when to use, how to use and any related safety issues.

The instructional/training program must adhere to all local, state and federal licensing and/or certification requirements as set by law, if applicable.

The Standards Development Committee developed these skill standards based on the following assumptions:

1. Workplace skills (employability skills) are expected of all individuals. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process. These are not included with this set of statements.
2. Specific policies and procedures of the work-site will be made known to the individual and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
5. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
6. Skill standards do not replace, supersede or substitute for procedure manuals.
7. Careers in Agri-Sales require continuous learning and professional development. Individuals enhance skills and knowledge through means of self-improvement, independent professional education and organization sponsored continuing education programs.
8. Individuals understand buyer psychology and possess a personality that is conducive to working with a variety of people.
9. Individuals understand the various selling cycles of agricultural products as illustrated in Attachments A, B and C.
10. Individuals in Agri-Sales careers are competent in the use and understanding of Global Positioning Satellite (GPS) equipment.
11. Individuals comply with business ethics and adhere to company standards.

PERFORMANCE SKILL LEVELS

	RETAIL FIELD SALES REPRESENTATIVE	MANUFACTURER S SALES REPRESENTATIVE
Prospecting		
Develop List of Qualified Prospects	•	•
Develop Prospect Priority Matrix	•	•
Develop Prospect Profile Date Sheet	•	•
Planning Sales Call		
Prepare Sales Call Strategy Worksheet for Current/Prospective Customers	•	•
Establish Sales Call Objective	•	•
Time and Territory Management		
Develop Sales Call Pattern	•	•
Marketing Management		
Update Annual Marketing Plan	•	•
Complete Competitive Analysis Data Sheet	•	•
Needs Analysis		
Develop Product Recommendations for Next Production Cycle	•	•
Presentation		
Translate Features into Benefits	•	
Respond to Objections	•	•
Close Field Sales Call	•	•
Complaint Handling		
Resolve In-Field Complaints	•	•

DEVELOP LIST OF QUALIFIED PROSPECTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Map of sales territory
State or local road map
Aerial photographs
Plat books
Location markers in various colors (i.e., pushpins)
List of current active customers and volume of sales
List of infrequent or occasional customers and volume of sales
Prospect/market database (purchased)
Territory sales goals (penetration, concentration or both)
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Prepare list of potential new accounts (prospect profiling).

PERFORMANCE CRITERIA

List of qualified prospects is created, according to company policy and procedures, including name, address, contact information and size and type of operation.

Time required to complete prospect profile varies depending on size of sales territory, number of current and potential customers and degree of market penetration and concentration. Prospect profiling is an ongoing activity.

PERFORMANCE ELEMENTS

1. Review map of sales territory.
2. Locate present accounts according to sales volume using location markers.
3. Locate prospective customers using location markers of varying colors.
4. Qualify potential customers.
   a. Prospect has money to buy.
   b. Prospect has authority to buy.
   c. Prospect has desire to buy.
5. Review long term viability of business.
   a. Technology use
   b. Willingness to invest capital
   c. Future leadership
6. Compile list of qualified prospects including contact person, address, telephone numbers, email address and size and type of operation.
7. Enter list into database.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

New potential, qualified prospects are identified.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used. Performance element number 6 must be completed and recorded as data is gathered.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

List of qualified prospects
List of characteristics of high potential prospects
Name of current supplier
Pricing and service history list
Invoice files
Verbal or written input from other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Develop and/or complete prospect priority matrix, identifying prospects with highest probability of buying.

PERFORMANCE CRITERIA

Prospect priority matrix is completed according to company policy and procedures, displaying characteristics of high potential prospects.

Time required to complete prospect priority matrix depends on number of prospects, number of characteristics identified and availability of data.

PERFORMANCE ELEMENTS

1. Obtain or develop priority matrix based on company standards.
2. Identify characteristics of high potential farm, dealer or distributor prospects may include, but not be limited to the following:
   a. Potential account size by acres, crops, livestock program or volume of sales
   b. Credit risk
   c. Business conducted with current agricultural supplier
   d. Product match
   e. Service match
   f. Time/seasonal match
   g. Location of farm operation/distributorship/dealership
   h. Leadership in farm/agribusiness community
   i. Current dissatisfaction with present agricultural supplier
   j. Price/value philosophy
   k. Potential profitability, annual or lifetime
3. Enter names of specific high potential farm, dealer or distributor prospects, selecting prospects field sales rep intuitively believes are important.

4. Rate all prospects on first characteristic. Use 1-10 scale with "10" a most favorable rating and a "1" as least favorable.
5. Continue rating prospects on the second and third characteristics, etc., until all prospects are rated on all characteristics.
6. Calculate total score for each prospect.
7. Use total scores to rank and classify prospects.
   a. "A" accounts are top 15 percent.*
   b. "B" accounts: are next 20 percent.*
   c. "C" accounts: are bottom 65 percent.*

   * *Percent is shown as an example and may vary by product and/or company.*
8. Review information with appropriate party.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Prospects with highest probability of buying are identified and prioritized into A, B and C accounts.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

List of qualified prospects
Prospect priority matrix
Records of past purchases
Name of current supplier
Pricing and service history list
Invoice files
Verbal or written input from other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Develop prospect profile data sheet.

PERFORMANCE CRITERIA

Prospect profile data sheet is developed according to company policy and procedures.

Time required to develop prospect profile data sheet varies depending on complexity of production operation and availability of data.

PERFORMANCE ELEMENTS

1. Record/review prospect name and age.
2. Record/review address, home phone, fax, cell phone and e-mail.
3. Record/review family situation.
4. Record/review personality description.
5. Record/review interests, hobbies, etc.
6. Record/review educational background.
7. Record/review business situation.
   a. Acres by crop
      1) Owned
      2) Rented (cash or shared)
      3) Custom farmed
      4) Farm manager
   b. Livestock program
   c. Sales volume/services purchased by product and customer
   d. Other purchases from company (cross-selling opportunities)
   e. Labor situation/employees
   f. Major equipment line

g. Tillage practices
h. Current agricultural supplier
i. Years with current supplier
j. Problems with current supplier
k. Credit information (e. g., sources, history, availability, etc.)

8. Record/review factors prospect is likely to consider important in purchase decision.
9. Review past experiences with prospect.
10. Identify anticipated problems in selling and servicing prospect.
11. Identify key opportunities from information gathered.
12. Enter information into database.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Information about prospect is recorded/updated.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE SALES CALL STRATEGY WORKSHEET FOR CURRENT/PROSPECTIVE CUSTOMERS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Prospect profile data sheets
Current customer profiles
Records of past purchases
Pricing and service history list
Invoice files
Territory sales goals (penetration, concentration)
Verbal or written input from other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Prepare sales call strategy worksheet for current and potential customers and determine plan of action for specific sales call.

PERFORMANCE CRITERIA

Sales call strategy worksheet is prepared and action plan for specific sales call is completed according to company policy and procedures.

Sales call strategy worksheet for specific call is completed in one to two hours, one or more days prior to sales call.

PERFORMANCE ELEMENTS

1. Review profile data sheet.
2. Identify most likely problem or need of farmer, dealer or distributor.
3. Determine product(s)/service(s) that best satisfies customer's needs.
4. Select products and services of agricultural supplier that meet needs of farmer, dealer or distributor.
5. Identify important personal characteristics of client or business.
6. Determine important characteristics of production/operation that need to be considered.
7. Analyze producer's current agricultural supplier.
   a. Name of current supplier
   b. Pros and cons of products and services provided by current supplier
   c. Proof of price/value philosophy
8. Obtain other information needed from farmer, dealer or distributor.
9. Identify company benefits.
10. Identify potential problem(s) and solution(s).

11. Prepare open-ended questions to gather appropriate information from above elements.
12. Complete sales call strategy.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Sales call strategy is completed prior to calling on specific prospect and updated immediately after call.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ESTABLISH SALES CALL OBJECTIVES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Completed sales call strategy worksheet
Customer information
Notes from prior meetings
Verbal or written input from other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Determine objective for sales call.

PERFORMANCE CRITERIA

Call objective is determined according to company policy and procedures.

Call objective is established in 30 minutes.

PERFORMANCE ELEMENTS

1. Review sales call strategy worksheet.
2. Review notes from prior meetings.
3. Determine product and/or service most appealing to prospect/customer.
4. Prepare/obtain required product/service information.
5. Set call objective.
6. Set appointment with prospect/customer stating call objective.
7. Confirm appointment at least 24 hours in advance.
8. Execute sales call at schedule time.
9. Evaluate and record success of achieving call objective immediately after completing sales call.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Sales call objective is defined.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill.

DEVELOP SALES CALL PATTERN.

TIME AND TERRITORY MANAGEMENT

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

List of customer accounts
Prospect and customer profile data sheets
"A," "B" and "C" categories of prospects and customers
Company and field sales rep goals
Map of sales territory
State or local map
Aerial photographs
Plat books
Driving directions
Computer/printer/manuals
Appropriate software
Company/personal vehicle
Communications equipment
Company policy and procedures

WORK TO BE PERFORMED

Develop call pattern for field calls to farmers, distributors and dealers to maximize time spent calling on high priority prospects and customers and to minimize travel time.

PERFORMANCE CRITERIA

Sales calling pattern is developed according to company policy and procedures, maximizing time spent calling high priority prospects/customers.

Time required to develop sales call pattern varies depending on size of sales territory, number of prospects and customers, availability of transportation and time of year.

PERFORMANCE ELEMENTS

1. Review list of prospects and customers and their respective profile data sheets.
2. Plot prospect and customer locations on sales territory map.
3. Communicate with other decision makers (e.g., creditor, upper management, farm manager, landlord, etc.).
4. Divide sales territory into quadrants or zones containing enough prospects and customers to see in each zone each day.
5. Identify opportunity/problem areas.

6. Develop schedule for calling on prospects and customers whereby time is allocated as follows:
   a. 60 percent* to "A" customers
   b. 10 percent* to "B" customers
   c. 5 percent* to "C" customers
   d. 25 percent* to "A" prospects

   **Percents are shown as an example and may vary by product and/or company.*
7. Schedule prospects and customers by zone.
8. Arrange call pattern to eliminate traveling beyond clients who could be called upon.
9. Include more clients than needed in daily call plan so cancellations do not hurt daily call rate.
10. Complete calling schedule to make appointments.
11. Follow scheduled call pattern.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Sales calling pattern is completed.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

UPDATE ANNUAL MARKETING PLAN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Current marketing plan
Relevant data on marketplace, competition, farm and general economy
Business performance standards
Target account information
Previous marketing plans
Verbal and written input from other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Develop and maintain an annual marketing plan to acquire and retain key prospects and accounts and to meet predetermined business performance standards.

PERFORMANCE CRITERIA

Marketing program of agribusiness is updated according to company policy and procedures.

Time required to update annual marketing plan varies depending on kind of agribusiness, customer base, size of market place and number of products and services provided.

PERFORMANCE ELEMENTS

1. Review situation appraisal (i.e., relevant data on market place, competition, farm and general economy).
2. Prepare opportunity/issue analysis.
   a. Problems/opportunities
   b. Strengths/weaknesses
   c. Issues which plan must deal with
   d. Lost business analysis
3. Review business objectives including, but not limited to, the following goals:
   a. Volume
   b. Market share
   c. Profitability

4. Review marketing strategy(s). Use broad marketing approach to meet plan's objectives including, but not limited to the following:
   a. Target market(s)
   b. Product position
   c. Product line (products and services)
   d. Distribution
   e. Pricing
   f. Promotion (advertising, sales force, promotional activities)
5. Adhere to sales administration activities.
   a. What will be accomplished?
   b. When it will be accomplished?
   c. Where will it happen?
   d. Who will do it?
   e. How much will it cost?
6. Forecast sales volume by category (i.e., A, B, C accounts, etc.).
7. Implement/adhere to controls that include, but may not be limited to the following:
   a. Annual, quarterly, monthly goals/objectives
   b. Contingency plans
8. Document/update marketing program.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Marketing program is updated.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COMPLETE COMPETITIVE ANALYSIS DATA SHEET.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Marketplace data (e.g., number of competitors, farm and general economy, etc.)
Verbal and written input from support employees, other salespeople, sales manager, general manager and owner
Computer/printer/manuals
Appropriate software
Company policy and procedures

WORK TO BE PERFORMED

Complete competitive analysis data sheets.

PERFORMANCE CRITERIA

Competitive analysis data sheet is completed to arrange profile data according to company policy and procedures.

Time required to complete competitive analysis data sheets varies based on number of competitors, complexity of market place and availability of data.

PERFORMANCE ELEMENTS

1. Identify data required for data sheet.
2. Gather required competitive analysis data including:
   a. Competitor's name, owners' names and location of facilities
   b. Area served (e.g., townships, states, countries, etc.)
   c. Length of time business has been in operation
   d. Business practices (e.g., target markets, pricing philosophy on products and services, credit terms, number of on-farm calls, etc.)
   e. Number of employees (full-time vs. part-time) and employee's names
   f. Products and services offered including financing programs/incentives
   g. Marketing strategy used to serve target markets
   h. Major changes in company goals in past 12 months
   i. Overall marketing strategy (e.g., promotional activities typically used; increase, decrease, or constant market share; etc.)
   j. Company's strengths, weaknesses
   k. Company's ten major customers
   l. Storage capacities
3. Set up competitive analysis data sheet, as approved by management for aforementioned data fields.

4. Enter competitive analysis information into data fields including date/individual completing information.
5. Document and distribute information to appropriate parties.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Competitive analysis data sheet is completed.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

DEVELOP PRODUCT RECOMMENDATIONS FOR NEXT PRODUCTION CYCLE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Business goals
- Business capacities (storage, etc.)
- Maps (yield, seeding, fertilizer and soil)
- GPS mapping software
- Scouting reports
- Production history files (past 5 years)
- Purchasing history files (past 5 years)
- New product information
- Restricted use license
- Computer/printer/manuals
- Appropriate software
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Illinois Department of Agriculture (IDOA) standards/regulations
- Soil and Water Conservation District standards/regulations
- United States Department of Agriculture – Natural Resources Conservation Services standards/regulations (USDA-NRCS)
- Environmental Protection Agency (EPA) standards/regulations
- Worker Protection Standards (WPS)
- Company policy and procedures

WORK TO BE PERFORMED

Develop list of product recommendations for next production cycle.

PERFORMANCE CRITERIA

Product recommendations are prepared and presented to customer for next production cycle according to company policy and procedures.

Entries are 100% accurate.

Time required to develop product recommendations varies based on size of operation, business practices and previous records available.

PERFORMANCE ELEMENTS

1. Review production and purchasing history.
2. Review new product/program information.
3. Review government program requirements.
4. Review current facilities (storage, etc.)
5. Review GPS map data.
6. Integrate map data.
7. Analyze results.

8. Determine affects of inputs and conditions on production results.
9. Determine changes for next production year (e.g., drainage, tillage practices, seed variety, fertility programs, additional product needs, etc.).
10. Complete action plan for next year.
11. Make product/program recommendations.

PERFORMANCE ASSESSMENT CRITERIA

OSHA, USDA-NRCS, IDOA, EPA, and WPS standards/regulations are followed.

PRODUCT

Recommendations for next production cycle are completed.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill. Performance elements 1 through 8 must be performed prior to elements 9 and 10.

TRANSLATE FEATURES INTO BENEFITS.

IL.01.ANR.ASMC.10

PRESENTATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Product features list
Prospect lists
Customer profiles
Product/program recommendations
Company policy and procedures

WORK TO BE PERFORMED

Translate features into benefits and communicate to distributor, supplier and/or producer.

PERFORMANCE CRITERIA

Features are translated into benefits and communicated to customer.

The "customerized" product/features/benefits proposal is completed in 30-45 minutes.

PERFOBMANCE ELEMENTS

1. Review product/program recommendations.
2. Identify recommended product features.
3. Compare features to customer profile.
4. List features that are of highest interest to customer.
5. Identify benefits for each feature and how they address customer's needs.
6. Present features/benefits to customer.
7. Set follow-up date.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Product features addressing customer needs are identified and corresponding product benefits are communicated to customer.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill.

RESPOND TO OBJECTIONS.

IL.01.ANR.ASMC.11

PRESENTATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Identified product/service
- Customer objections
- Prospect profile data sheet
- Sales call strategy information
- Product features and benefits list
- Company policy and procedures

WORK TO BE PERFORMED

Address objection to customer's satisfaction to move customer to next stage of decision process (decision to purchase).

PERFORMANCE CRITERIA

Objection is neutralized/overcome within boundaries of company policy and procedures.

Time required to resolve objection is 10-20 minutes.

PERFORMANCE ELEMENTS

1. Focus attention on producer/dealer.
2. Maintain eye contact.
3. Interpret nonverbal communication.
4. Listen carefully and allow customer to talk.
5. Ask open-ended questions.
6. Keep detailed records for responses.
7. Interpret objection to determine if it is sincere or false objection.
8. Restate objection by summarizing your understanding of customer's concerns.
9. Ask customer to confirm whether your summary is a fair statement.
10. Respond positively to objection, showing how your product/service resolves concern.
11. Note customer's response to objection resolution.
12. Note sincere objections and report to appropriate parties.
13. Follow up with customer.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Resolutions are presented to address customer's objection and response is noted.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill and provide a logical flow of events that will lead to a high percentage of objections being resolved in a manner that moves the buying/selling process forward.

CLOSE FIELD SALES CALL.

PRESENTATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

List of merchandise, services and programs available
Price listings
Order/transaction documents and forms
Printed delivery schedule
Aftercare and warranty information
Written recognition of needs
Written examination of options
Written presentation of solution(s)/program(s)
Written resolution of concerns
Sales call objective
Company policy and procedures

WORK TO BE PERFORMED

Close field sales call.

PERFORMANCE CRITERIA

Sales call and transaction documents are completed according to company policy and procedures.

Order is transacted, relayed and processed with 100% accuracy.

Time required to close sales call varies depending on number and type of forms to be completed, type of product/service and company policy.

PERFORMANCE ELEMENTS

1. Review product/service specifications.
2. Summarize key benefits made in sales proposal.
3. Highlight needs raised and corresponding ways product(s)/service(s) satisfies those needs.
4. Verify matters of importance have been addressed.
5. Request order commitment.
6. Proceed as follows if sale is made.
   a. Verbally confirm the sale.
   b. Record orders accurately, clearly, legibly and on appropriate documents.
   c. Get customer signature.
   d. Relay and process orders accurately.
   e. Confirm delivery requirements and schedule appropriately.
   f. Review and verify after sale services, care instructions and product liability and warranties.
   g. Send handwritten note thanking customer for order.
   h. Place follow-up call.

7. Proceed as follows if sale is not made.
   a. Determine reasons.
   b. Thank customer for time and interest.
   c. Evaluate whether sales call objective was met.
   d. Send handwritten note thanking customer for time.

PERFORMANCE ASSESSMENT CRITERIA

PRODUCT

Sale is closed and transaction documents are completed.

PROCESS

All performance elements for closing the sale are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Equipment to address concerns (e.g., camera equipment, measuring equipment, collection equipment, etc.)
- Reference books or materials for pest and crop abnormality
- Test reports or results
- Product specifications
- Company policy and procedures

WORK TO BE PERFORMED

Resolve in-field complaint to satisfaction of all parties involved (e.g., dealer, manufacturer and/or producer, etc.).

PERFORMANCE CRITERIA

In-field complaints are resolved according to company policy and procedures, making every attempt to satisfy customer.

Time required to resolve in-field complaints varies depending on nature of complaint and equipment/research required to address complaint.

PERFORMANCE ELEMENTS

1. Review nature of complaint and all factors that relate to it.
2. Initiate preliminary fact finding of the following:
   a. Supplier's stake in complaint
   b. Name of other involved parties
   c. Involved parties and/or producer's experience with product
   d. Producer's history (e.g., farming practices, past situations/growing patterns, etc.)
   e. Weather conditions before, during and after product application
   f. Growing season conditions
   g. Application records (e.g., equipment used, application procedure and rates, pressures, spray patterns, etc.)
   h. Soil map information
   i. Any third party statements already made
3. Set appointment as soon as possible to discuss complaint.
4. Do "windshield inspection" when traveling to affected field.
   a. Look for overall trends or patterns.
   b. View surrounding fields.
5. Verify complaint with customer.
6. Summarize complaint.
7. Verify with customer that summary is fair statement.

8. Conduct in-field fact finding.
   a. Above ground inspection
   b. Below ground investigation
   c. "Check areas" examination (e.g., around towers or poles, corners of field, first few rows of crop next to complaint crop, neighboring field across a ffence, turn row or road).
   d. Examine equipment's general mechanical condition and settings.
9. Document findings (including photos and notation of landmarks as necessary).
10. Determine problem cause.
11. Communicate problem cause to customer.
12. Provide customer with resolution if within company parameters.
13. Obtain customer's acceptance and signature (release).
14. Determine if problem requires external resolution (i.e., litigation, insurance claim, action beyond established parameters).
15. Set appointment time for return visit if necessary.
16. Document activities and report to appropriate parties.

PERFORMANCE ASSESSMENT CRITERIA

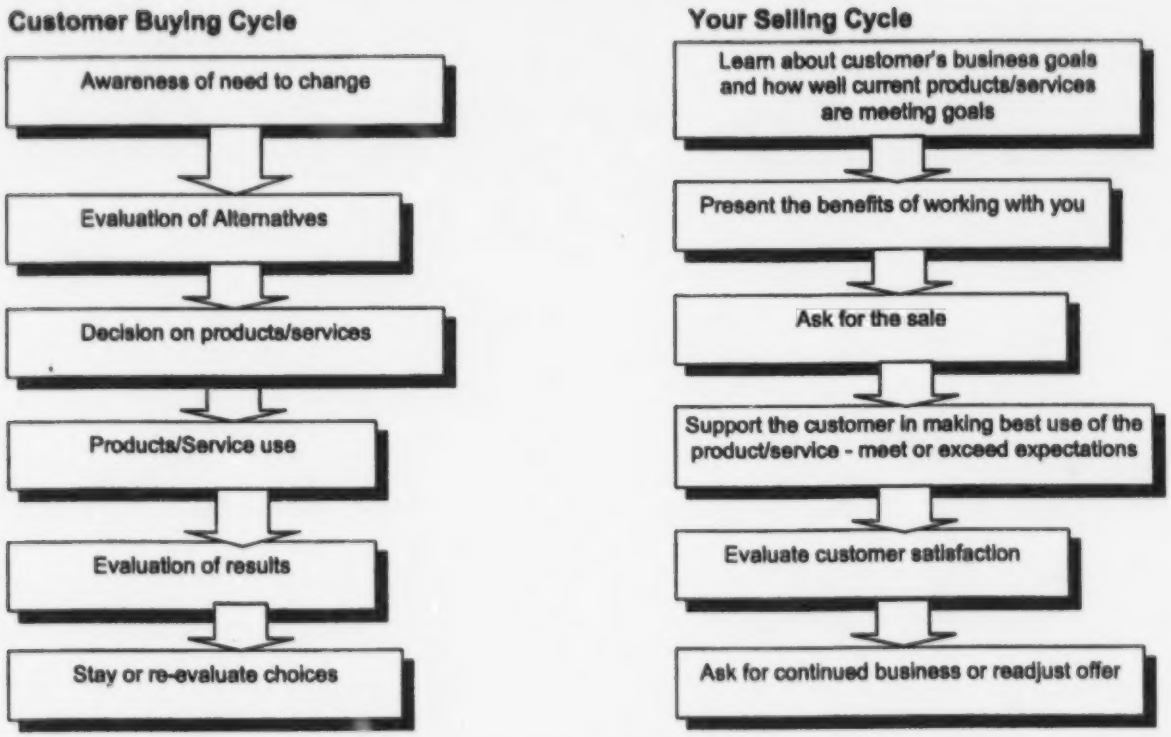
PRODUCT

Complaint is investigated and resolution is presented to customer.

PROCESS

Performance elements are numbered to show an appropriate sequence for completing the skill and provide a logical flow of events that will lead to a high percentage of product complaints being resolved in a manner that is mutually beneficial to all parties involved.

Basic Selling Cycles


Customer Buying Cycle
Awareness of need to change
Evaluation of Alternatives
Decision on products/services
Products/Service use
Evaluation of results
Stay or re-evaluate choices
Your Selling Cycle
Learn about customer's business goals and how well current products/services are meeting goals
Present the benefits of working with you
Ask for the sale
Support the customer in making best use of the product/service - meet or exceed expectations
Evaluate customer satisfaction
Ask for continued business or readjust offer

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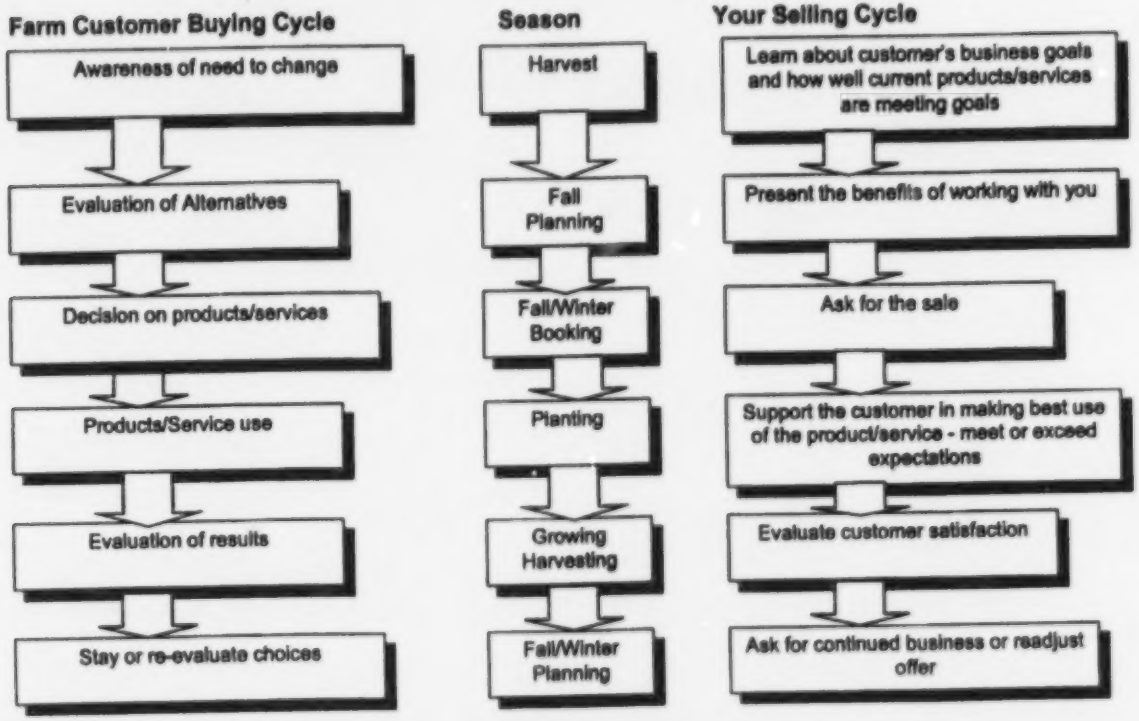
Doane Agriculture Services Company

Agronomic/Seasonal Selling Cycle to Farmers


Farm Customer Buying Cycle
Awareness of need to change
Evaluation of Alternatives
Decision on products/services
Products/Service use
Evaluation of results
Stay or re-evaluate choices
Season
Harvest
Fall Planning
Fall/Winter Booking
Planting
Growing Harvesting
Fall/Winter Planning
Your Selling Cycle
Learn about customer's business goals and how well current products/services are meeting goals
Present the benefits of working with you
Ask for the sale
Support the customer in making best use of the product/service - meet or exceed expectations
Evaluate customer satisfaction
Ask for continued business or readjust offer

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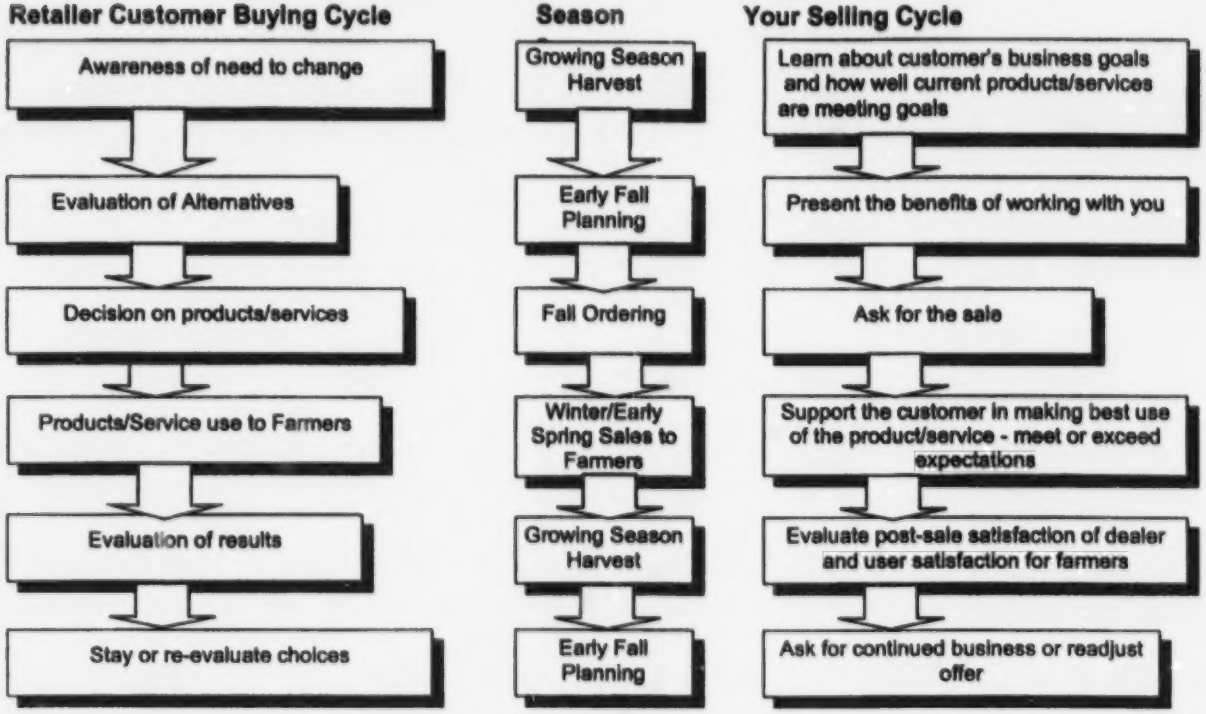
Doane Agriculture Services Company

Agronomic/Seasonal Selling Cycle to Retailers


Retailer Customer Buying Cycle
Awareness of need to change
Evaluation of Alternatives
Decision on products/services
Products/Service use to Farmers
Evaluation of results
Stay or re-evaluate choices
Season
Growing Season Harvest
Early Fall Planning
Fall Ordering
Winter/Early Spring Sales to Farmers
Growing Season Harvest
Early Fall Planning
Your Selling Cycle
Learn about customer's business goals and how well current products/services are meeting goals
Present the benefits of working with you
Ask for the sale
Support the customer in making best use of the product/service - meet or exceed expectations
Evaluate post-sale satisfaction of dealer and user satisfaction for farmers
Ask for continued business or readjust offer

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Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance, etc.), process or procedure requirements (e.g., safety, standard professional procedures, etc.) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.

Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.
Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (e.g., IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

APPENDIX B

ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Margaret Blackshere	AFL-CIO
Judith Hale	Hale Associates
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Harold Reetz	Illinois Fertilizer & Chemical Association Potash and Phosphate Institute
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois Chamber of Commerce

APPENDIX C — AGRICULTURE AND NATURAL RESOURCES SUBCOUNCIL

Lanny Anderson	Retired Black Hawk College
Steve Bailey	Family Tree & Garden Center
Rick Butler	Pekin Hardwood Lumber Co., Inc.
Thomas Guth	Lexington High School
Harold Hawkinson	Farm Owner/Operator
Paul Julius	Executive Director Midwest Food Processors Association
John Kraft	Owner Kraft Fertilizer, Inc.
Glen Nichols	President Precision Scales
Richard W. Nichols	Bureau of Land & Water Resources
Tony Romolo	Illinois Laborers and Contractors Construction Apprenticeship and Training Program
Hugh David Scates	Pat Scates and Sons
Sharon Schwarz	Subcouncil Chair Schwarz Nursery
Christopher Stone	Executive Director Association of Illinois Soil & Water Conservation Districts
Lue Walters	Assistant State Conservationist for Community Assistance
William Schreck	State Liaison Illinois State Board of Education

APPENDIX D

AGRICULTURE SALES AND MARKETING CLUSTER STANDARDS DEVELOPMENT COMMITTEE

Lanny Anderson	Retired Blackhawk College
Ron Asher	General Manager Heritage FS/Will DuPage Service Co. Joliet, IL
Keith Braucht	Senior Vice President 1st Farm Credit Services Bloomington, IL
Ervin Caselton	Crops Department Manager Goldstar Cambridge, IL
Steve Dietz	Golden Harvest Melvin, IL
David Farber	Sales Manager Spoon River FS – Crops Division Galesburg, IL
Jim Gast	New Lennox, IL
Tom Hogan	Administrative Sales, CCA Tywalk Minooka, IL
Ted Mottaz	Chair Carl Sandburg College Agriculture/Industrial Division Galesburg, IL
David Roome	Senior Sales Representative DuPont Geneseo, IL
Walt Schuttler	Galva, IL

Sharon Schwarz	Schwarz Nursery Addison, IL
Scott Welker	Pioneer Hi-bred Lewistown, IL
Dr. Kim Harris	Product Developer Agribusiness Economics Southern Illinois University - Carbondale
William Schreck	State Liaison Illinois State Board of Education

A. Developing an Employment Plan	1.	Match interests to employment area.
	2.	Match aptitudes to employment area.
	3.	Identify short-term work goals.
	4.	Match attitudes to job area.
	5.	Match personality type to job area.
	6.	Match physical capabilities to job area.
	7.	Identify career information from counseling sources.
	8.	Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1.	Locate employment opportunities.
	2.	Identify job requirements.
	3.	Locate resources for finding employment.
	4.	Prepare a resume.
	5.	Prepare for job interview.
	6.	Identify conditions for employment.
	7.	Evaluate job opportunities.
	8.	Identify steps in applying for a job.
	9.	Write job application letter.
	10.	Write interview follow-up letter.
	11.	Complete job application form.
	12.	Identify attire for job interview.
C. Accepting Employment	1.	Apply for social security number.
	2.	Complete state and federal tax forms.
	3.	Accept or reject employment offer.
	4.	Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1.	Communicate orally with others.
	2.	Use telephone etiquette.
	3.	Interpret the use of body language.
	4.	Prepare written communication.
	5.	Follow written directions.
	6.	Ask questions about tasks.
E. Interpreting the Economics of Work	1.	Identify the role of business in the economic system.
	2.	Describe responsibilities of employee.
	3.	Describe responsibilities of employer or management.
	4.	Investigate opportunities and options for business ownership.
	5.	Assess entrepreneurship skills.
F. Maintaining Professionalism	1.	Participate in employment orientation.
	2.	Assess business image, products and/or services.
	3.	Identify positive behavior.
	4.	Identify company dress and appearance standards.
	5.	Participate in meetings in a positive and constructive manner.
	6.	Identify work-related terminology.
	7.	Identify how to treat people with respect.

G. Adapting to and Coping with Change	1.	Identify elements of job transition.
	2.	Formulate a transition plan.
	3.	Identify implementation procedures for a transition plan.
	4.	Evaluate the transition plan.
	5.	Exhibit ability to handle stress.
	6.	Recognize need to change or quit a job.
	7.	Write a letter of resignation.
H. Solving Problems and Critical Thinking	1.	Identify the problem.
	2.	Clarify purposes and goals.
	3.	Identify solutions to a problem and their impact.
	4.	Employ reasoning skills.
	5.	Evaluate options.
	6.	Set priorities.
	7.	Select and implement a solution to a problem.
	8.	Evaluate results of implemented option.
	9.	Organize workloads.
	10.	Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1.	Identify safety and health rules/procedures.
	2.	Demonstrate the knowledge of equipment in the workplace.
	3.	Identify conservation and environmental practices and policies.
	4.	Act during emergencies.
	5.	Maintain work area.
	6.	Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1.	Identify established rules, regulations and policies.
	2.	Practice cost effectiveness.
	3.	Practice time management.
	4.	Assume responsibility for decisions and actions.
	5.	Exhibit pride.
	6.	Display initiative.
	7.	Display assertiveness.
	8.	Demonstrate a willingness to learn.
	9.	Identify the value of maintaining regular attendance.
	10.	Apply ethical reasoning.
K. Demonstrating Technological Literacy	1.	Demonstrate basic keyboarding skills.
	2.	Demonstrate basic knowledge of computing.
	3.	Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1.	Value individual diversity.
	2.	Respond to praise or criticism.
	3.	Provide constructive praise or criticism.
	4.	Channel and control emotional reactions.
	5.	Resolve conflicts.
	6.	Display a positive attitude.
	7.	Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1.	Identify style of leadership used in teamwork.
	2.	Match team member skills and group activity.
	3.	Work with team members.
	4.	Complete a team task.
	5.	Evaluate outcomes.

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